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ABSTRACT

A description is provided of a course, "Behavior of Man in Health and Illness," designed to introduce first-year undergraduate nursing students to the theories and concepts related to the health-illness continuum, the stress of illness, and coping theory. The description begins with an overview of course content, followed by information on the allotment of class time, target student populations, the rationale for the course, and its goals (i.e., facilitating the understanding of theories of health and illness; helping students identify theories and concepts as they relate to specific patient populations; providing baseline knowledge of theories pertinent to nursing practice; and applying the theories in clinical settings and professional practice. Additional sections cover long-range course objectives, list instructional materials, and provide a glossary. The bulk of the course description consists of information on class sessions on the following topics: (1) Introduction to the Course; (2) The Health-Illness Continuum; (3) Theoretically Based Concepts for Nursing Practice; (4) Fundamental Concepts Associated with Illness and Disability, Parts I and II; (5) Concepts with Negative Connotations; (6) Concepts with Positive Connotations; (7) Behavioral Manifestations of Anxiety and Pain; (8) Family Interactions and Social Support; and (9) Stress in Nursing. For each session, an overview of content, a statement of goals and objectives, and a list of required readings are provided. Finally, sample test items, the grading scheme, and procedures for course evaluation and revision and for course and instructor evaluations are presented. (LAL)

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ED279361

Behavior of Man in Health and Illness

Nursing 103A

Sandra I. Bakke, R.N., M.N., Instructor

UCLA School of Nursing

Winter, 1988

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Submitted for Education 431B
Graduate School of Education
University of California,
Los Angeles

Prepared 3/11/87
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Behavior of Man in Health and Illness

Nursing 103A (10833), Winter, 1988
Instructor: Sandra Bakke, R.N., M.N.
Time: Tuesday, 1-5 P.M. weekly lecture and laboratory session
Place: UCLA School of Nursing, Factor Bldg., Room 3650

Course Description

This is the first of two required courses for first year UCLA undergraduate nursing students involving the study of theories and concepts and their application to the health-illness continuum from the framework of illness as a stressor and the possible responses of a client to such stress.

A number of major concepts have been found to relate to the stress of illness and coping theory. This course will include a study of these, such as stress-adaptation, systems theory, dependency, self-concept, body-image, denial, hope, anxiety, pain, social support, stress in nursing, and grief.

Lecture time for each week is approximated for two hours, following with an informal two hour laboratory/discussion for the general purpose of increasing the students' understanding of the material presented in lecture. However, lecture and laboratory sessions may not be specifically designated as such in each session's objectives, rational, and goals. Therefore, it is expected that students will have completed the assigned readings and/or assignments prior to each session for which the objectives are stated.

This course is required for all first year undergraduate nursing students. It is anticipated that the class will consist of twenty-five students, based on the School of Nursing admission number. The students must pass this course with a "B" (3.0) or better in order to enroll in the subsequent course, 103B, and advanced clinical courses, the 109A and B series. While the failure/drop-out rate is estimated to be 0 to 10%, this class will be offered again next quarter for these students. For those students who are transferring from another school of nursing, or who are R.N.'s obtaining thier B.S.N. at UCLA, an appointment will be made with the instructor to determine if these class requirements have been met at a previous institution. Students may also have the option of taking a passing-out exam, set by the instructor, with approval from the Dean of Student Affairs.

Rationale and Major Course Goals

The ultimate goal of the UCLA School of Nusing is to prepare the student into entry level practice as a professional registered nurse. Undergraduate curriculum goals express the view of man as a bio-psycho-social being. This introductory course on the theories and concepts of health and illness is in accordance with the curriculum goals as it applies specific theories and concepts to the wholeness of man. Emphasis is place on genuine understanding and application of the materials to pactical settings.

Behavior of Man in Health and Illness serves to guide students learning to:

1. Facilitate understanding of theories and concepts of health and illness in relation to the view of man as a bio-psycho-social being.

2. Help students identify theories and concepts as they relate to specific patient populations and situations in practice.

3. Provide baseline knowledge of general theories pertinent to nursing practice, required for further understanding of nursing models in N103B.

4. Apply the theories and concepts of health and illness in student clinical setting and professional practice.

Long-Range Course Objectives

These objectives are hypotheses by means of which the instructor may assess the effects of the course. The percentage figures represent expectations derived from the instructor's professional experience and knowledge of expectations required by the UCLA School of Nursing for graduation, and the Board of Registered Nursing for licensure.

1. Upon completion of the Board of Registered Nursing licensure exam which contains selected theories and concepts of the behavior of man in health and illness, at least 90% of the students will pass.

2. On being visited within one year of completing the course, 80% of the students who are practicing nursing involving patient care shall identify in writing those theoretical concepts of man in health and illness she or he utilizes to meet patient care goals.

3. Of the students who are involved with nursing, either clinically, in administration, writing, or any other role, within one year 20% will be inspired to teach, publish, or research topics related to the course content as measured by a written statement.

Notes on the Course

This course includes ten sessions, each with specific topics and objectives. Rationale for each session's topic or topics as they related to the Behavior of Man in Health and Illness is presented under each session number in the syllabus.

The objectives are stated in terms of student behaviors with conditions and standards of performance specified as they relate to in-session lecture and laboratory performance, examinations, and other specified evaluation tools.

Media for student learning includes the assigned reading, audio-visual aids, lecture, informal discussion sessions, and short papers. As stated previously, students are expected to complete the assigned readings prior to the session for which they are assigned to the extent that they can give a five-minute verbal summary if called upon in the lecture.

During session lecture hours, the instructor will review, clarify, and present clinical perspectives and application of the theories and concepts. Session laboratory hours will be organized for work session, role play, student presentation, etc., as specified in the objectives.

The objective requirements aim to set minimum standards of competence. For example, those meeting the criterion "with 80% accuracy" will receive a "check" of completion, the exceptions the exams and final paper (below). Students will be given the opportunity to "make-up" the objective if they are absent of fail to meet the set criterion, to be arranged with the instructor. Students who complete the objectives specified for each session will receive a "B". The final paper, specified in session 10, the mid-term, and final examination (non-cumulative), will determine the final grades. These evaluations will be based on a percentage scale, with the "80%" criterion in the objectives for the exams setting the "B" standard in each section of the exam. The paper will be graded on a letter basis on the criterion specified in the objectives.

Materials of Instruction

Required Text: Carlson, C.E., and Blackwell, B. Behavioral Concepts and Nursing Interventions, 2nd, Ed. New York: J.B. Lippincott, Co., 1978. (Available in the Health Sciences Book Store)

Other references are on two-hour reserve in the biomedical Library under N103A. There are two copies of each required reading for the session objectives.

Additional references for each subject area will be listed with the lecture outline, presented in class. Films, role-play assignments, papers, group presentations, guest lectures, and other instructional media are listed within each session's objectives.

Glossary

The following definitions are designed to aid in the student's basic understanding of the concepts and definitions related to this course content. However, as the student will note within his or her studies, many of these concepts have multiple definitions. The student should keep this in mind.

Adaptation-the act of modifying oneself successfully to conform to a situation or environment.

Alienation-the feelings of individual persons as they are dissociated from self, others, or society.

Anxiety-a reaction to a danger, often nonspecific, that causes a person to feel a vague, uneasy sense of dread, nervousness, or apprehension.

Body Image-the intrapersonal experience of our feelings and attitudes toward our bodies and the way we organize these experiences.

Boredom-the unpleasant experience of feeling captive in a dull situation; being held captive in a wearisom, monotonous situation and tediously devoid of interest.

Concept-an idea, thought, or opinion.

Coping-the act of contending or dealing successfully with a situation perceived as stressful.

Denial-a defense mechanism operating outside of and beyond conscious awareness in the endeavor to resolve emotional conflict and to allay anxiety.

Dependency-the extent to which an individual needs support or aid from another.

General Adaptation Syndrome (GAS)-all of the changes in the body during stress consisting of the alarm reaction, stage of resistance, and stage of exhaustion.

Grief-a complex combination of numerous emotions felt at the time of loss, including anxiety, indifference, guilt, hope, hopelessness, helplessness, despair, ambivalence, anger, and possibly many more.

Health-Illness Continuum-a graphic representation of the possible range of levels of adequacy that the adapting person may experience. The levels of adequacy are arranged in a progression from growth and self-enhancement to an absence of adequate functioning and death.

Hope-a mixtue of feelings and thoughts which center on the fundamental belief that there are solutions to significant human needs and problems.

Hostility-an attitude or feeling of unfriendliness or animosity, involving the wish or intent to inflict harm on another person or object.

Humor-any communication which is perceived by any of the interacting parties as humorous and leads to laughing, smiling, or feeling of amusement.

Illness-the state of being in psychological or physical poor health.

Loneliness-feeling of desertion or isolation from other human beings.

Loss-any change in the individual's situation that reduces the probability of achieving implicit or explicit goals.

Maladaptation-poorly adapted.

Model-a set of concepts and the statements that integrate them into a meaningful configuration.

Pain-a state of physical or mental lack of well-being or physical or mental uneasiness that ranges from mild discomfort or dull distress to acute, often unbearable agony, may be generalized or localized, and is the consequence of being injured or hurt physically or mentally.

Privacy-the exclusion of oneself from others; this may be voluntary, temporary and achieved by physical or psychological means, or both.

Restlessness-a universal, discontinuous, animal behavior evidenced by nonspecific, repetitive, unorganized, diffuse, apparently nonpurposeful motor activity that is subject to limited control.

Self-Concept-an individual's understanding or opinion of oneself.

Self-Esteem-a good or just opinion of oneself.

Shame-painful emotion excited by a consciousness of guilt, shortcoming, or impropriety.

Social Support-information leading an individual to believe that he is cared for and loved, esteemed, and a member of a network of mutual obligation.

Stigma-the expectation based on a value judgement of what persons of a certain social identity should be differing from what they actually present to others.

Stress-the nonspecific response of the body to any demand made upon it.

Systems Theory-views phenomenon as consisting of a set of elements or component parts that are dynamically interrelated and function within some limits or boundaries.

Trust-a global undifferentiated attitude; a contentment and confidence which stems from a deep assumption that life is pleasant and will not become unmanageable.

Well-Being-a condition or sense of health, happiness, or prosperity.

Wellness-the state of apparent good health in which a person has neither sign nor symptom of illness.

Session Schedule

	Session	Date
I	Introduction to the Course	1/5
II	The Health-Illness Continuum	1/12
III	Theoretically Based Concepts for Nursing Practice	1/19
IV	Fundamental Concepts Associated with Illness and Disability, Part I	1/26
V	Fundamental Concepts Associated with Illness and Disability, Part II	1/2
VI	Concepts with Negative Connotations *Mid-term*	1/9
VII	Concepts with Positive Connotations	1/16
VIII	Behavioral Manifestations of Anxiety and Pain	1/23
IX	Family Interactions and Social Support	3/2
X	Stress in Nursing	3/9
	Final Paper Due	
Final Exam		3/16

Session I

Introduction to the Course

The course syllabus is provided as a means of communicating content of the course and learning objectives for the student. Verbal presentation, along with the handout, enables the instructor to clarify course requirments for the student. It also provides a time for the student to become comfortable in the class environment. Overview of the definitions facilitates a general understanding of the scope of course content. The introductory in-class reading and film serve to guide the students' frame of reference by helping them begin to think about the theories and concepts as they relate to nursing practice and viewing the patient as a bio-psycho-social being.

GOAL I: The student will understand the course goals and objectives.

Objective 1: In class, the student will verbally state that he or she understands the course goals and objectives after the instructor reviews the course syllabus.

GOAL II: The student will be familiar with the basic vocabulary of the course.

Objective 2: Verbally in class, the student will read a definition as presented in the syllabus, and then use the word correctly in a sentence to the best of his or her ability.

Objective 3: After reading the required article distributed by the instructor, the student will participate in a twenty-minute class discussion on the topics: "What is health?" and "What is illness?"

GOAL III: The student will begin to understand the significance of theories and concepts of <u>The Behavior of Man in Health and Illness</u> to nursing practice.

Objective 4: In class, the student will watch the specified film and write a one page paper afterwards, in class, regarding what he or she felt were the most significant aspects of the film regarding nursing practice and health and illness concepts presented in the film.

Required Reading: (In class)

McCary, C.L., et. Al. Wellness: The mode in the new paradigm. <u>Health Values</u>, 1985, <u>9</u>(6), 8-12.

Film: "Nursing in the hospital environment."

Session II

The Health-Illness Continuum

This session focuses on understanding the possible range of behaviors associated with the physical and psychological state of man ranging from debilitating illness to wellness. Understanding these behaviors as they pertain to the individual patient's understanding of and response to a given situation is essential to nursing assessment.

GOAL I: The student will know the vocabulary of health and illness.

Objective 1: Following the assigned readings and lecture, the student will match the words pertaining to the health-illness continuum with their definition, with 80% accuracy, on the mid-term exam.

Objective 2: Following the assigned readings and lecture, the student will list variables affecting help-seeking, illness, and sick-role behaviors, with 80% accuracy, on the mid-term exam.

Objective 3: Following the assigned readings and lecture, the student will describe, in thirty words or less, the theoretical explanations of illness behaviors and health behaviors, with 80% accuracy, on the mid-term exam.

Objective 4: Following the assigned readings, the student will list and describe, in thirty words or less, the five different patterns of coping with realistic threats at the beginning of the lecture period.

GOAL II: The student can describe the possible behaviors associated with illness and sick-role behavior and reasons why they may be maladaptive to well-being.

Objective 5: Within small groups designated by the instructor in the laboratory session, the student will participate in a one-half hour discussion of the assigned behavior and, with the group, formulate reasons why these behaviors are maladpative, and then report them to the class.

Required Reading:

Janis, J. Coping Patterns Among Patients with Life Threatening Diseases. Issues in Mental Health Nursing, Vol. 7, 1985.

Randall, B., et. al. Adaptation Nursing. New York: The C.V. Mosby Co., 1971, Chapter 4.

Wu, R. Behavior and Illness. New Jersey: Prentice-Hall, 1973.
Chapter 7 Health Behavior
Chapter 8 Illness Behavior
Chapter 9 Sick-Role Behavior

Session III

Theoretically Based Concepts for
Nursing Practice

The following are concepts which attempt to explain man's response to illness from a particular theoretical standpoint. The concepts, namely stress-adaptation, systems theory, and dependency, are used widely in nursing and other health care professions. In addition, nursing models (N103B) often utilize these concepts. Therefore, understanding these "theories" is essential to nursing practice, communication, and to model development.

GOAL I: The student will identify the mechanisms of adaptation and the GAS.

Objective 1: Following the assigned readings, the student will, with 80% accuracy, match the words of the mechanisms of adaptation and the GAS with their meanings. This quiz will be given at the beginning of lecture.

GOAL II: The student will apply appropriate stress behaviors to practical situations.

Objective 2: Outside of class, the student will write a two to three page paper on one of the three "stress without distress" concepts as identified in the article by Hans Selye, and include why it is appropriate and how you applied it to a personal situation. You will turn in the paper at the beginning of the lecture session.

GOAL III: The student will describe the major concepts of systems theory and dependence.

Objective 3: In class, the student will participate in identifying and listing behaviors of dependence and independence and subsequent nursing interventions.

Objective 4: Following the assigned readings and lecture, the student will describe, in twenty words or less, the major concepts of systems theory, with 80% accuracy, on the mid-term exam.

Objective 5: Following the assigned readings and lecture, the student will match personality variables associated with dependency with their definitions, with 80% accuracy, on the mid-term exam.

GOAL IV: The student will become familiar with potential environmental stressors.

Objective 6: After viewing the specified film, the student will participate in a class discussion on the environmental stressors and why being aware of these is important to nursing practice.

Required Reading:

Hazzard, M.E. An Overview of Systems Theory. Nursing Clinics of North America, Sept., 1971.

Kagan, J.; and Moss, H. The Stability of Passive and Dependent Behavior from Childhood through Adulthood. Child Development, 1960, 577-591.

Selye, H. Stress and a Holistic View of Health for the Nursing Profession. Living with Stress and Promoting Well-Being. Claus and Bailey (eds.). St Louis: The C.V. Mosby Co., 1982, p.p 125-136.

Film: "Stress and the Environment."

Session IV

Fundamental Concepts Associated with Illness and Disability
Part I

The following concepts, self-concept, body image, stigma, and shame, generally emphasize interpersonal and social aspects of processes frequently encountered in nursing practice. The influence of age or developmental task accomplishment is emphasized in relation to self-concept, body-image, and shame. In stigma, the major focus is on society's contribution to feeling and behavior associated with the health-illness continuum and to the treatment and prevention of illness. Understanding these concepts alerts the practicing student and nurse to observe for situations in which the occurence of any of these concepts may result in difficulties for the patient.

GOAL I: The student can describe self-concept, body image, stigma, and shame.

Objective 1: Following the assigned readings and lecture, the student will, with 80% accuracy, define the above concepts in forty words or less, on the mid-term exam.

Objective 2: Following the assigned readings and lecture, the student will participate in a working discussion. Case studies will be provided by the instructor to provide examples for identification of potential patient problems and nursing interventions of the session concepts.

Required Reading:

Carlson and Blackwell, Chapters 1-3.

Roberts, S.L. Behavioral Concepts and Nursing Throughout the Life Span. New Jersey: Prentice-Hall, Inc., 1978, Chapter 12, Body Image, p.p. 266-292.

Rubin, R. Body Image; Self-Esteem. Nursing Outlook, 1968, 16(6).

Stanwyck, D.J. Self-Esteem Through the Life Span. Family Community Health, 1983, 6(2).

Session V

Fundamental Concept Associated with Illness and Disability
Part II

Almost all nurses are placed in situations in which a client and/or significant others are expressing loss or grief or the possibility of death. Loss is defined within the context of goal achievement, therefore it is useful to understand ways in which goals may differ. The actual and potential losses may also trigger grief reactions that are varied and often associated with the dying process and death. By exploring the possibility of human feelings and behaviors associated with these phenomenon, the nurse can provide more appropriate interventions and hopefully relieve some personal and professional stress when placed in such a situation.

GOAL I: The student can identify variables influencing loss and grief.

Objective 1: Following the assigned readings and lecture, the student will, with 80% accuracy, list eight factors influencing the loss experience and five factors influencing the grief experience, on the mid-term exam.

GOAL II: The student will gain insight into the nurse's role in taking care of the dying patient.

Objective 2: Following the assigned readings, the student will write a two to three page paper describing at least four possible nursing intervention areas associated with caring for the dying patient. The paper will be due at the beginning of the lecture period.

Objective 3: Following the assigned readings and lecture, the student will participate in a class discussion on the following topics as they relate to the session concepts: 1) the patient experience; 2) the family and significant others' experience; 3) the nurse's experience.

Required Reading:

Carlson and Blackwell, Chapters 4-6.

Franks, L.S. When a Patient Dies. RN, 1984, February.

Mortocchio, B.C. Grief and Bereavement: Healing through Hurt....Loss through Death. Nursing Clinics of North America, 1985, 20(2).

Norton, M. Daring to Care. American Journal of Nursing, 1985, 85(10).

Ross, E.K. What is it like to be dying? American Journal of Nursing, 1971, 71(1).

Session VI

Concepts with Negative Connotations

Each of the concepts, alienation, hostility, restlessness, boredom, denail, and loneliness, has a ring of familiarity to the student, but a closer look at each one reveals a great deal of complexity. Identification of specific behavior associated with them through careful observation is utilized in assessment and planning of nursing care.

GOAL: The student can identify the above concepts.

Objective 1: Following the assigned readings and lecture, the student will match the concepts with negative connotations with their definitions, with 80% accuracy, on the final exam.

Objective 2: See Session VII, objective 2.

GOAL II: The student can formulate nursing interventions for the above concepts.

Objective 3: Following the assigned readings, the student will, in class, list two possible nursing interventions each for clients exhibiting behaviors associated with the above concepts.

Midterm Exam to be completed in the first hour of this session

Required Reading:

Carlson and Blackwell, Chapters 6 through 9, and 13.

Page, R.M., et. al. The Role of Loneliness in Health and Wellness. Home Health Care Nurse, 1986, 4(1).

Session VII

Concepts with Positive Connotations

The four concepts trust, hope, humor, and privacy, embrace feelings, thoughts, processes, and situations that tend to be considered positive or to generate feelings of well-being. The nurse can take an active role in promoting and nurturing these feelings and thereby possibly assist the patient in coping with illness or enabling wellness.

GOAL I: The student will identify the above concepts.

Objective 1: Following the assigned readings and lecture, the student will match the comcepts with positive connotations with their definitions, with 80% accuracy, on the final exam.

Objective 2: Following the assigned readings and lecture, the student will write a two to three page paper expanding on one of the positive or negative (see Session VI) concepts. The paper must include: definition(s), theoretical bases of the concept, two or more references. Paper is due at the beginning of lecture on Session VIII.

GOAL II: The Student can formulate nursing interventions for the above concepts.

Objective 3: Following the assigned readings, the student will, in class, list two possible nursing interventions each for situations in which the above concepts would be applicable.

Objective 4: In laboratory sessiion, the student will, in assigned groups, formulate in one hour, a hypothetical nurse/client situation involving an assigned concept and subsequent nursing interventions. The students will then role play the situation with his or her group in front of the rest of the class.

Required Reading:

Carlson and Blackwell, Chapters 10 through 12, 14, 15.

Herth, K. Laughter, a Nursing Perscrption. American Journal of Nursing, 1984, 84(8).

McIntire, S.; and Cioppa, A. Cancer Nursing, a Developmental Approach. New York: John Wiley and Sons, Inc., 1984, p.p 331-339.

Miller, J. Inspiring Hope. American Journal of Nursing, 1985, 85(1).

Session VIII

Behavioral Manifestations of Anxiety and Pain

The concepts of anxiety and pain are stressed as a separate session because of their frequency of behavioral occurence in people who are ill. Further, while it is important for the nurse to understand the concepts as bio-physical phenomenon, by investigating the potential behavioral manifestations associated with them, the nurse can better assess their presence and individualize interventions.

GOAL I: The student will understand the behavioral aspects of anxiety and pain.

Objective 1: Following the assigned readings and lecture, the student will, with 80% accuracy, identify the following on the final exam:
1)Factors influencing an individual's reaction to pain or anxiety
2)Three approaches to understanding anxiety.

Objective 2: Following the guest lecture by Barbara Jones, the student will identify, with 80% accuracy, three appropriate nursing interventions each for patients exhibiting either pain or anxiety, on the final exam.

GOAL II: The student can list observed behavioral manifestations of pain and anxiety.

Objective 3: In a working session in laboratory, the student will, with the other class members, list potential observed behaviors indicative of pain and potential observed behaviors indicative of anxiety.

Required Reading:

Eysenck, H.S. A Genetic Model of Anxiety. Issues in Mental Health Nursing, 1985, 7(1/4).

Hamilton, V. A Cognitive Model of Anxiety and Implications for Theories of Personality and Motivation. Issues in Mental Health Nursing, 1985, 7(1/4).

McGuire, D.B. The Perception and Experience of Pain. Seminars in Oncology Nurse Forum, 1985, 1(2).

Roberts, S.L. Behavioral Concepts and Nursing Throughout the Life Span. New Jersey: Prentice-Hall, 1978, p.p. 26-73.

Schalling, P. Anxiety, Pain, and Coping. Issues in Mental Health Nursing, 1985, 7(1/4).

Travelbee, J. Interpersonal Aspects of Nursing. Philadelphia: F.A. Davis, Co, 1966, p.p. 79-83.

Guest Lecture: Barbara Jones, R.N., M.N., Clinical Nurse Specialist, Neuropsychiatric Institute, UCLA.

Session IX

Family Interactions and Social Support

The role of the family and significant others has been identified as that of stress alleviators for a client facing a crisis situation, such as illness. The family is often at the center of a client's social support system. Definitions of social support and its measurements are varied. However, it is helpful for the nurse to understand and identify variables within a client's support system to encourage the client's positive ways of coping with illness.

GOAL I: The student will understand the concepts of family and social support.

Objective 1: Following the assigned readings and lecture, the student will, with 80% accuracy, identify family role behaviors on the final exam.

Objective 2: Following the assigned readings and lecture, the student will, with 80% accuracy, correctly identify statements as either true or false regarding the definitions and researcnh on social support on the final exam.

Objective 3: Following the assigned readings, the student will draw a diagram of a client's potential support system based on a case study presented in class.

GOAL II: The students will gain additional knowledge in a subject area that interests him or her.

Objective: In the laboratory session, the student will, in ten minutes or less, verbally review to the class the concept(s) he or she researched for the final paper in Session X. The student will report at least two additional facts or related phenomenon that may provide additional interest or insight into the concept. Students will volunteer to present either during Session IX or X.

Required Reading:

Cobb, S. Social Support as a Moderator of Life Stress. Psychosomatic Medicine, 1976, 38(5).

Kaplan, B.H.; and Cassel, J.C. Social Support and Health. Medical Care, 1977, 15(5).

Stickney, S.K.; and Gardner, E.R. Companions in Suffering. American Journal of Nursing, 1984, 84,(12).

Session X

Stress in Nursing

Most practitioners in nursing agree that there is measurable physical and emotional stress encountered by the professional. While it is unrealistic to avoid this stress, nurses can learn to effectively cope by identifying his or her own view of him/herself as a person and a nurse, by identifying potential stressful situations, and by utilizing specific interventions to change the situation or minimize its effects.

GOAL I: The student can identify potential stressors encountered as a professional nurse and potential interventions.

Objective 1: Following the assigned readings and lecture, the student will list, in class along with the other students, potential stressful situations encountered as a professional nurse, and ways to change the situation or cope effectively with the stress.

Objective 2: Following the assigned readings and lecture, the student will list, with 80% accuracy, five interventions a nurse can use to decrease stress on the final exam.

GOAL II: The student will identify interventions he or she finds helpful to reduce stress.

Objective 3: Following the assigned readings and lecture, the student will write at home and turn in on the day of the final, a one-half to two page paper which identifies ways in which he or she personally can reduce stress.

GOAL III: See Session IX, Goal II.

GOAL IX: The student will research and write a paper on a course concept of interest to him or her.

Objective 4: The student will design and describe a hypothetical patient case study in one-half of a page, incorporating one or two of the concepts in the course. Based on this case study, he or she will write a four to five page paper incorporating the following:

1)Definition and assessment of the problem.
2)Theoretical basis of the concept(s).
3)Nursing interventions and their rationale.
4)Evaluation of effectiveness of nursing interventions.
5)Three or more references.

Grading will be on a percentage scale based on the above criterion, each section being worth 20%, measuring both content and appropriate application.

Required Reading:

Owen, P. Stress Tag: You're it. American Journal of Nursing, 1986, 86(1).

Travelbee, J. Interpersonal Aspects of Nursing. Philadelphia: F.A. Davis Co., 1966, Chapter IV, Concept:The Nurse, p.p.43-51.

Sample Test Items

Session/Objective

II/1 Match the following concept with its definition.

__B__ Disrupted Wellness

__A__ Illness

A)The person is exhausted and cannot assume responsibility for himself

B)The person's behavioral responses are frequently ineffective in maintaining the level of adequacy.

III/1 Match the concept with its definition.

__B__ Alarm reaction

__A__ Stage of resistance

A)Successful adaptation is achieved.

B)Occurs on sudden exposure to any stimulus to which an organism is not adapted.

IV/1 Define the following:

Body image: (see glossary; must have "feelings" or "attitudes" and "body")

V/1 List eight factors influencing the loss experience:

(must have eight of the following: visability, duration, time required, abruptness, extent of loss, financial requirements, clarity of goals, openness, coping mechanisms, motivation, flexibility)

List five factors influencing the grief experience:

(must have five of the following: nature of the loss, age, sex, prior experience, beliefs and values, personality, socieconomic status, social network)

VII/1 Place a + by the factor if it influences an individual's reaction to pain and a - if it does not:

+ cuase of pain
-fluid status
-age
+duration of pain
+cultural background
+reaction of others

IX/2 Place a T if the statement is true, an F if it is false:

__T__ Positive social support has been shown to have a significant positive effect on adherence to medical treatment.

__F__ Social support enables a person to be more dependent in the hospital.

Grading Scheme

The grading criterion, specified in the Course Description, Notes on the Course, and each Session's Objectives, will be organized as follows:

Session	1	2	3	4	5	6	7	8	9	10	Mid-T	Fin	Pap	Grd
Objectives	1234	4 5	1236	2	2 3	3	2 3 4	3	3 4	1 3				
Student														
A	✓✓✓✓													
B														
C														

Procedures for Course Evaluation and Revision

Course evaluation and criterion for revision will be measured by the following:

1. The percentage of students meeting the objectives. As stated previously, less than 10% are expected to fail. Group difficulties may be indicative of course weakness. The organization of the grading scheme will help in analyzing those sessions and objectives which were difficult for larger numbers of students to complete. In addition, item analysis of the exams will be used to determine revision of test questions or where there are deficits in course content.

2. Student evaluations. These will be utilized at mid-term and at the end of the course to evaluate the instructor and course. An example is attached in an appendix.

3. The instructor's observations. She will take note of specific sessions that "went well" or "poorly". For example, she might note that student participation was low in a particular session. She might ask the students if the reading did not provide adedquate information, or whether it was boring.

3. Based on #1 through #3 above, the instructor will determine mid-course, if revision is needed immediately. For example, she may need to delete a few objectives due to class time or student work load.

5. The Long-Range Course Objectives. The instructor will mail a questionnaire six to nine months after the end of the course, based on the Long-Range Course Objectives, to the students. She will obtain the students' addresses from the School of Nursing. While this will not provide the feedback necessary for next quarter's revision, it may be beneficial for next year's course.

6. Peer and administrative review. Finally, with all of this information, the instructor will present it to a group of instructors at the UCLA school of nursing. With the above and peer observations, modifications will be made for the subsequent course.

Appendix

Course and Instructor Evaluation

Course Name_____#_____Instructor_____Quarter_____

Student Data

Year in school_____Age____Sex___Expected grade___

Course is:___Major requirement ___Major-related ___Breadth requirement
___Elective ___Other(specify):

Rate the following characteristics according to the scale:	Low				High
Course (circle)	1	2	3	4	5
1. Course objectives clear.	1	2	3	4	5
2. Course readings, assignments appropriate.	1	2	3	4	5
3. Course has increased my knowledge on the subject.	1	2	3	4	5
4. Work load difficulty compared to other courses.	1	2	3	4	5
5. I have learned something I value.	1	2	3	4	5
Instructor					
1. Gives organized, clear lectures.	1	2	3	4	5
2. Appears knowledgeable in subject.	1	2	3	4	5
3. Interests students in subject.	1	2	3	4	5
4. Takes active interest in student learning.	1	2	3	4	5
5. Provides time for student questions.	1	2	3	4	5
6. Is open to others' opinions.	1	2	3	4	5
7. Is approachable for individual help.	1	2	3	4	5
Evaluation Tools					
1. Exams appropriate to course content/objectives.	1	2	3	4	5
2. Evaluation of papers/projects given with clear feedback.	1	2	3	4	5
3. Evaluation tools (i.e.exams,papers) fair.	1	2	3	4	5

_____

What were the strengths and weaknesses of the course?

What were the strengths and weaknesses of the instructor?

How do you feel the course and instructor could improve?

Anything else?

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